

**SAMPLE COURSE SYLLABUS**

**iLEAD Semester 2**

**Civic Leadership, Engagement and Democracy Service-Learning Course Syllabus**

**INSTRUCTOR INFORMATION**

### COURSE OBJECTIVES

The purpose of this second semester iLEAD course is to help move the student from the study of civic leadership, engagement and democracy to the actual participation in a leadership service-learning, semester long project. Students will be asked to serve as citizen leaders in a local community project of their choice in conjunction with an existing organization. Course activities include: recognizing a community problem, working with other concerned citizens to develop a plan of action, and implementing that plan.

This is an academic service-learning course which is a culmination to the first semester iLEAD Leadership, Engagement and Democracy program core course. Service-learning combines the benefits of meaningful service to the community with curriculum-based learning. Service-learning is not merely providing service to others. It is a unique learning experience in which the learning is reciprocated during the service. What is learned is different for each student, but can be enriched though the intense reflection process. It differs from community service done in high-school or as part of a student organization. Traditional volunteerism is differentiated from service-learning by the reciprocal learned amount that occurs between those being served and those serving.

**Distinguishing Characteristics of Some Common Student Community-Based Experiences**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Community Service | Enhanced Academic Learning | Purposeful Civic Learning |
| Volunteering or  Community Service | Yes | No | No |
| Co-Curricular  Service-Learning | Yes | No | Yes |
| Academic Service-Learning | Yes | Yes | Yes |
| Internship | Sometimes | Yes | No |

Howard, 2001

### COURSE OBJECTIVES (continued)

* to engage in a collaborative project involving the implementation and practice of civic leadership, engagement and democracy, putting into practice the principles covered in the first semester iLEAD course
* to increase understanding of leadership theories and concepts
* to increase students’ abilities to work in collaborative teams to address community issues
* to explore personal values with respect to leadership and service
* to be able to articulate an understanding of community service and service-learning
* to utilize community service as an introduction to service, civic responsibility, and leadership
* to provide opportunities and methods for reflection
* to discuss critical issues of diversity, social justice, community, and civic responsibility with civic leadership, engagement, democracy and service
* to develop a personal philosophy of service and leadership through critical analysis of social issues, reflection, and practice
* to be encouraged to be life-long learners and advocates for social change

##### TEXTBOOKS AND RESOURCES

##### REQUIRED

Common Reader: *Healing the Heart of Democracy,* by Parker J. Palmer; 2011; Josey-Bass Publishing; ISBN#: 978-0-470-59080-5

*iLEAD Reflection Journal: Leadership, Engagement and Democracy Through Service-Learning*. Springfield, MO: Missouri State University Bookstore; ISBN#: Pending

Other articles as assigned (On Blackboard)

**COURSE ADMINISTRATION AND REQUIREMENTS**

The format of this course is designed for the both the seated and the online student. Activities include reading selected text, listening to lectures, completing written assignments, implementing a social change project, and communicating with your instructor and fellow classmates through Blackboard.

### LATE ASSIGNMENTS

Each late assignment will be assessed a 10% penalty per 24 hour period they are late. No assignments will be accepted more than one week past the original due date.

**INCOMPLETE POLICY**

An incomplete is assigned at the discretion of the instructor when work is of otherwise passing quality but incomplete, usually for reasons beyond the student’s control. The incomplete(s) for undergraduate courses will revert to an “NC” after one calendar year if a grade is not submitted by the instructor.

**EVALUATION OF WORK**

All work should be neat, complete, and submitted on time. Assignments will be graded on both content and format. Effective writing skills should be demonstrated in all written assignments. Please proofread and correct spelling, grammar, and typographical errors. Once again – PROOFREAD, PROOFREAD, PROOFREAD!

**COMMUNITY LEADERSHIP PROJECT IMPLEMENTATION**

The major focus of this course includes the participation in a service-learning project to address a community issue. You will be asked to develop several papers that explain your work on the community issue of your choice. This includes: issue identification, action plans, progress reports including reflection components, a final project paper, and a final reflection paper. **All assignments (except the final Personal Reflection Paper) will be posted on the “Discussion Board” section of Blackboard.**

**COMMON READER**

Students are required to read the iLEAD Common Reader, *Healing the Heart of Democracy,* by Parker J. Palmer. Additionally, students will participate in discussion boards regarding the book’s content. Students will also write a 3-4 page critical analysis of the book. This paper will be doubled-spaced and use APA format.

**PARTICIPATION POINTS**

You will be given points on your participation (comments on Blackboard) throughout the semester. You are encouraged to make suggestions to other students’ projects and discuss articles, questions, and topics I place on discussion board. Please respond to these postings and interact with one another with your thoughts, ideas, and opinions. BE SURE TO CHECK THE DISCUSSION BOARD ON A REGULAR BASIS! 100 of the total points are based on your depth of thorough responses to the discussion board postings.

**REFLECTION ACTIVITIES**

Reflection activities are intended to link your service-learning experience to your learning of civic leadership, engagement and democracy. While many people are accustomed to volunteering in their communities, few have asked themselves “why” issues exist or reflect about the causes and solutions to these social issues. By engaging in these reflective exercises with your classmates through Discussion Board postings, progress report reflections, and your final reflection paper, you will think deeper about your service, as well as that of your classmates. Reflection is an opportunity through which one can learn from experience. Reflection can take numerous forms and touch a variety of issues. It furthers learning and inspires thought and action; and gives you an opportunity to **relate civic leadership, engagement and democracy to your service-learning experience** **as well as life.** Throughout this reflection process you should gain a deeper understanding of the service-learning experience, how service-learning addresses community needs, yourself, and how this experience has deepened your learning of civic leadership, engagement and democracy.

* *Discussion Board Reflections*

Throughout the semester we will discuss your service-learning projects and how they connect to the theories and behaviors you have learned in the previous iLEAD course. The course instructor will facilitate these discussions utilizing your *iLEAD Reflection Journal*. These reflection discussions will be included in your overall participation grade at the end of the semester.

* *Progress Report (Reflection Component)*

You will include a reflection component in both of your progress reports. These progress reports should be posted on the “Discussion Board” (under the appropriate progress report heading) so that other students may respond. The two progress reports are broken into two components: ½ should be discussion about your project (25 points) and ½ should be reflective writing (25 points). Use the reflection journal pages in your *iLEAD Reflection Journal* to guide the reflective portion of your writing.

* *Final “Personal” Reflection Paper*

You will also be responsible for your own Personal Reflection Paper at the end of the semester. Please attach your paper in the “Assignments” section of Blackboard. Use your *iLEAD Reflection Journal* for guided reflection questions. The final reflection paper is to be a 3-4 page essay, double spaced. In writing this reflection paper it should cause you to stop and think about the process and the outcomes of your service-learning experience.

**PREFERRED SOFTWARE PROGRAMS**

Missouri State University utilizes the Microsoft Office Suite as their preferred software programs. This includes Microsoft Word, PowerPoint, and Excel. While we are capable of converting many different types of documents, the use of Microsoft Office (**particularly Microsoft Word**) is recommended for the submission of assignments to aid in the grading process and the timeliness of feedback from instructors.

**ACADEMIC INTEGRITY POLICY**

(Insert Here)

For more information, please visit:

(Insert Academic Integrity Websites Here)

A requirement in this course is that written assignments (abstract, rough draft and final draft) must be submitted to the professor through Blackboard through the “Assignment” section under the posted heading for the assignment. These assignments will be processed through Safe Assignment® which examines papers against a national database of papers and publications for plagiarism. Your papers will become part of the database and will be used to prevent future intellectual property theft or plagiarism. Your work will not be used by Missouri State University or the professor for any other purpose without your permission.

# SPECIAL NEEDS POLICY

# (Insert Special Needs Policy Here)

### REQUIREMENTS

Points Pages Due Date

**Phase 1 (Overview)**

Service Learning Discussion 25 Aug 22 – Sep 4

Issue Identification Paper 40 2 Sep 11

**Phase 2 (Project)**

Strategic Plan 100 7-12 (follow outline) Oct 2

Progress Report One (w/ discussion) 25 2 Oct 23

* Reflection Component One 25 2

Progress Report Two (w/discussion) 25 2 Nov 13

* Reflection Component Two 25 2

Ethical Leadership Paper 50 3-4 Nov 28

**Phase 3 (Final Paper/Reflection)**

Final “Community” Project Paper 100 8-10 Dec 11

Final “Personal” Reflection Paper 50 3-4 Dec 16

**Participation Points** 100

**Overall Project Effectiveness** 100

**Total 665**

GRADING

100 – 92% 91 – 83% 82 – 70% 69 – 60% 59% & below

A B C D U

# **ASSIGNMENTS**

All assignments (except the Final “Service-Learning” Project Paper and the Final “Personal” Reflection Paper) should be posted on the Discussion Board Section of Blackboard. The Final “Service-Learning” Project Paper and the Final “Personal” Reflection Paper should be emailed to me at: [(Insert](mailto:kjnordyke@fhsu.edu) Instructors Email Address)

All assignments must be completed in Microsoft Word, NOT WORKS, with a file extension of .doc or .docx. Files using other extensions will not be able to be opened.

**OUTLINE OF COURSE CONTENT**

The course content has been designed to be administered throughout the semester according to the dates listed below. Students are encouraged to print this section of the syllabus and use it to plan your semester.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Phase** | **Assignment Due** |
| 1 | Aug. 22—Aug.28 | 1 | View Course Welcome and Complete Introductions |
| 2 | Aug. 28 – Sep. 4 | 1 | **Service-Learning Discussion** - see Blackboard assignments for details – **Due** **(Insert Date)** |
| 3 | Sep. 4 – Sep. 11 | 1 | **Issue Identification Paper Due (Insert Date)** – see Blackboard assignments for details |
| 4 | Sep. 12 – Sep. 18 | 2 | Work on Strategic Plan – see Blackboard assignments for details (Use the outline provided in Blackboard to guide your writing). |
| 5 | Sep. 19 – Sep. 25 | 2 | Work on Strategic Plan |
| 6 | Sep. 26 – Oct 2 | 2 | **Strategic Plan Due (Insert Date)** |
| 7 | Oct. 3 – Oct. 9 | 2 | Project Implementation |
| 8 | Oct. 10 – Oct. 16 | 2 | Project Implementation |
| 9 | Oct. 17 – Oct. 23 | 2 | Project Implementation **Progress Report One & Reflection Component One with discussion forum Due (Insert Date)** – see Blackboard assignments for details |
| 10 | Oct. 24 – Oct. 30 | 2 | Project Implementation |
| 11 | Oct. 31 – Nov. 6 |  | Project Implementation |
| 12 | Nov. 7 – Nov. 13 | 2 | Project Implementation  **Progress Report Two & Reflection Component Two with discussion forum Due (Insert Date) -** see Blackboard assignments for details |
| 13 | Nov. 14 – Nov. 20 | 2 | Project Implementation |
| 14 | Nov. 21 – Nov. 27 |  | Spring Break |
| 15 | Nov. 28 – Dec. 4 | 2 | Final Project Implementation  **Ethical Leadership Paper and the Common Reader Critical Analysis Paper Due (Insert Date)** – see Blackboard assignments for details |
| 16 | Dec. 5 – Dec. 11 | 3 | **Final “Service-Learning” Project Overview Due (Insert Date)** – see Blackboard assignments for details |
| 17 | Dec. 12 – Dec. 18 | 3 | **Final “Personal” Reflection Paper Due (Insert Date) –** seeBlackboard assignments for details |